CAREER READY PRACTICE

#10 Navigate An Education & Career Path Aligned to Strengths, Work Style, Interests, & Goals

Career-ready individuals are self-aware about their strengths and working style and can understand how to leverage these traits effectively to maximize their careers. They are also aware of their areas for improvement, seeking opportunities for growth and acting on feedback to continuously improve. This Career Ready Practice is essential for setting realistic career goals, pursuing professional development opportunities, reskilling and upskilling to keep skills and knowledge relevant, and achieving personal and professional fulfillment.

Individual Competencies	4 Exceeds Competency	3 Meets Competency	2 Approaching Competency	1 Not Yet Reached Competency	Keyword(s)	Points Given
Goes beyond basic mastery of skills and/or curriculum to explore and expand learning and opportunities to gain expertise with one's own and others' emotions taken into consideration.	Goes beyond basic mastery of skills and/or curriculum to explore and expand learning and opportunities to gain expertise in a variety of conditions with one's own and others' emotions taken into consideration.	Grasps mastery of skills and/or curriculum to explore and expand learning and opportunities to gain expertise with one's own and others' emotions taken into consideration.	Attempts to go beyond basic mastery of skills and/or curriculum to explore and expand learning and opportunities to gain expertise with one's own emotions taken into consideration.	Attempts to go beyond basic mastery of skills and/or curriculum but does not explore or expand learning opportunities to gain expertise.	Emotional Intelligence	
Set goals with tangible and intangible success criteria with appropriate feedback.	Sets goals with tangible and intangible success criteria in a variety of conditions and with multiple sources of feedback.	Sets goals with tangible and intangible success criteria with some feedback.	Attempts to set goals with tangible and intangible success criteria with no feedback.	Rarely sets goals with tangible success criteria.	Feedback Utilization	
Set and meet goals.	Goals and strategies are defined as specific and measurable goals and strategies were detailed.	Goals and strategies are defined and met.	Goals and strategies are defined but not met.	Goals and strategies are defined but not met.	Goal Setting	

View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.	Embraces the idea that attempting /experimenting is an important part of the path of success and approaches opportunities with an understanding that many failed attempts are likely.	Understands the importance of attempting/experimenting is an important part of the path to success, including failed attempts.	Understand the importance of attempting/experimenting is an important part of the path to success but does not understand this includes failed attempts as well.	Does not understand how failed attempts are part of the process that leads to success.	Self-Assessment	
Balance short-term and long-term goals.	Balances short-term and long-term goals in various areas of work/school.	Balances short-term and long-term goals.	Attempts to balance short-term and long-term goals.	Attempts to balance short-term or long-term goals, but without much success.	Self-Awareness	

TOTAL POINTS GIVEN:_____/5=_____SCORE